**Template | Unit Enhancement**

***EXPLANATION & ARGUMENTATION***

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**Background Information**

**Instructional Materials Title:**Lesson 87 *Fatal Accidents:* in *Force in Motion* (SEPUP)

**Publication Date:** 2006

**Work Group Participants:** Grade 8, Renton School District

**Date Developed:** Friday August 23, 2013

**High Leverage Lesson (Title and Page Number):** E-62 to E-64

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**Rationale**

· **Why we identified this particular lesson**

* **Provides opportunity for analyzing data charts**
* **Ties together concepts learned in *Force and Motion* unit**

**- Connections to NGSS Practices and WA Science Standards**

* Construct, use, and present arguments to support the claim that gravitational interactions are attractive and depend on the masses of the objects, e.g. accelerations and deccelerations

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***Explanation* Lesson Enhancement**

**Overview**

· **Identification of where within the High Leverage Lesson to insert enhancement**

· **Key instructional strategies and tools needed**

**Part 1: Lesson Modifications to Lead Up to *Explanation* Experience**

* See *Force and Motion* teacher’s guide

**Part 2: *Explanation* Learning Sequence**

* Conduct lesson 87 as written.
* Change Analysis questions 2a, 2b, 3a, and 3b to CER format. Students will select one of the four questions to answer.
* Other analysis questions will be present on the enhanced worksheet. Teacher can choose whether students answer them or not.

**Part 3-A: Describe Assessment Task**

*Question: See student prompt worksheet (or questions 2 and 3 on page 64 of student textbook)*

*Evidence: data from page 63 will be used as evidence.*

*Scientific concepts: mass vs. motion*

*Include the* ***question****,* ***evidence*** *students will use, and* ***scientific concepts*** *students will use in their reasoning.*

**Part 3-B: Assessment Rubric**

**Rubric pending…**

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**Additional Information**

NOTES

· Information that will be useful when teaching this lesson

- Resources that will be useful

- Scaffolds that students will use